

The Single Plan for Student Achievement

School: Marguerite Montgomery Elementary School
CDS Code: 57726786118905
District: Davis Joint Unified School District
Principal: Sally Plicka
Revision Date: 6/16/2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Sally Plicka
Position: Principal
Phone Number: (530) 759-2100
Address: 1441 Danbury Dr.
Davis, CA 95616
E-mail Address: splicka@djUSD.net

The District Governing Board approved this revision of the SPSA on 6/26/2014.

Table of Contents

School Vision and Mission	3
School and Student Performance Data	4
Academic Performance Index by Student Group	4
English-Language Arts Adequate Yearly Progress (AYP).....	5
Mathematics Adequate Yearly Progress (AYP)	6
Title III Accountability (School Data)	7
Title III Accountability (District Data).....	8
Planned Improvements in Student Performance	9
School Goal #1	9
School Goal #2	11
School Goal #3	13
School Goal #4	15
School Goal #5	17
School Goal #6	19
Summary of Expenditures in this Plan	21
Total Allocations and Expenditures by Funding Source	21
Total Expenditures by Goal	22
School Site Council Membership	23
Recommendations and Assurances.....	24

School Vision and Mission

Marguerite Montgomery Elementary School's Vision and Mission Statements

In the Marguerite Montgomery Elementary School community we focus on learning for every student. Teachers, parents and administrators work collaboratively to ensure success and growth for each child. We spend significant time identifying what all students will learn and ensuring that this learning takes place. We partner with our diverse communities to provide active learning experiences through meaningful curriculum. PTA enables us to provide our students with enrichment activities including Art, music, and drama. We have clubs and activities that engage students with the world around them including Make a Difference Club, Bridge tutoring program, running club and more. Additionally, all sixth graders attend a week long outdoor science camp. MME enjoys strong community support in a culture that is warm and welcoming. MME takes pride in its diversity of students and experiences. MME is a neighborhood school with a traditional program and an Immersion program that is transitioning from a One-Way to a Two-Way Spanish Immersion program. Our campus is well-maintained with ample open space, green areas, a play structure, and a network of student gardens. Our mission statement reads: "At Marguerite Montgomery Elementary we cultivate a vibrant community dedicated to nurturing each child in a respectful, caring environment and providing rigorous, language-rich academic instruction in English and Spanish."

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	255	224		115	78		9	3		24	17	
Growth API	848	807		928	899					911	900	
Base API	846	849		930	930					953	912	
Target	A	A		A	A							
Growth	2	-42		-2	-31							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	99	116		84	89		120	114		33	31	
Growth API	745	721		735	724		741	697		695	644	
Base API	675	745		707	737		705	743		641	692	
Target	6	5		5	5		5	5				
Growth	70	-24		28	-13		36	-46				
Met Target	Yes	No		Yes	No		Yes	No				

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	98		100	99		100	100		97	96	
Number At or Above Proficient	170	123		97	60		--			18	11	
Percent At or Above Proficient	66.7	54.9		84.3	76.9		--	--		75.0	64.7	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	97	98		98	97		98	98		100	95	
Number At or Above Proficient	45	42		33	28		52	34		16	11	
Percent At or Above Proficient	45.5	36.2		39.3	31.5		43.3	29.8		48.5	35.5	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		No	No		Yes	No		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	96	98		97	99		100	100		94	96	
Number At or Above Proficient	172	140		100	67		--			19	14	
Percent At or Above Proficient	68.8	62.8		89.3	85.9		--	--		79.2	82.4	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	95	97		97	97		95	98		100	95	
Number At or Above Proficient	43	48		38	36		54	47		14	13	
Percent At or Above Proficient	44.3	41.7		45.2	40.4		45.8	41.2		42.4	41.9	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	109	127	
Percent with Prior Year Data	98.2%	100.0%	
Number in Cohort	107	127	
Number Met	51	68	
Percent Met	47.7%	53.5%	
NCLB Target	57.5	59.0	59.0
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	111	26	131	35		
Number Met	17	--	20	16		
Percent Met	15.3%	--	15.3%	45.7%		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	No	*	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	665	670	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	655	660	
Number Met	426	443	
Percent Met	65.0	67.1	
NCLB Target	57.5	59.0	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	624	225	649	218		
Number Met	176	146	189	139		
Percent Met	28.2	64.9	29.1	63.8		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English-Language Arts
LEA GOAL:
SCHOOL GOAL #1:
The number of students reading at grade level as determined by local assessments will increase by 10%.
Data Used to Form this Goal:
As a school staff we reviewed all State-wide and school-wide data from the last three years. In addition we reviewed local reading card scores for all returning students.
Findings from the Analysis of this Data:
When reviewing the strand scores in the English Language Arts STAR exam we discovered that the reading comprehension scores were lower than other strands. In addition, upon reviewing the local reading card assessments we realized as a staff that we have significant numbers of students at all grade levels reading below grade level.
How the School will Evaluate the Progress of this Goal:
Formative assessment at the site level including teacher created assessments, and district-wide assessments including Rigby, BPST, SAn Diego Quick, IRI and Running record will be monitored and evaluated three times per year at academic conferences.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire and train well-qualified, bilingual para-educators in guided reading and literacy support. Create a schedule for literacy support in grades 1-6. Literacy support will be provided at level of 1 para-educators in each classroom for 30 minutes per day 4 days per week.	6/12/16	Principal, reading specialist, ELD teacher, reading recovery specialist, classroom teachers.	Para-educator salaries		Title I Part A: Allocation	21,750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff has identified reading comprehension as an area of focus for next year. Provide professional development and collaborative discussion time to explore best practices in teaching reading comprehension.	6/12/2016	Principal, classroom teachers, specialists.	Provide professional resources on teaching reading comprehension Academic Conferences and Collaboration Time (See Comprehensive Support Goal #1		Title I Part A: Allocation	500
Use and analyze formative data to identify students needing tier 2 or tier 3 intervention. Create an in-class tier II literacy intervention program. This will be done in academic conferences/collaboration time and will be informed by the classroom teacher and support specialists as needed.	6/12/16	Principal, classroom teachers, specialists	Academic Conferences and Collaboration Time accessed through Comprehensive Support goal #1			
Provide specialized Tier 2 and Tier 3 intervention for students reading below grade level with a focus on grades 1-3.	6/12/2016	Principal, classroom teachers, specialists, support staff	Reading Recovery specialist at .4 FTE		District Funded	28,000
Provide readily available and appropriate texts to support reading instruction and common core implementation.			Reading room supplies, Circulo/Reading Rodeo, classroom libraries and expository texts		LCFF - Base	5000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
SCHOOL GOAL #2:
Eighty percent of English Language Learners will move one level per year on the CELDT with the exception of the intermediate level where they will spend no more than two years.
Data Used to Form this Goal:
ELA and CELDT level proficiency were used to form this goal. Forty-six percent of EL students met the goal of moving one CELDT level per year.
Findings from the Analysis of this Data:
The data review showed that students who make consistent progress on the CELDT continue grade level growth while those who stall in the progress on CELDT struggle in grade level academics. When reviewing the CELDT data we see that students not moving toward proficiency on CELDT were stalled in their reading comprehension scores.
How the School will Evaluate the Progress of this Goal:
Annual CELDT assessment as well as formative assessments and monitoring of progress in English Language Development using ADEPT assessment and authentic assessments, such as writing assessments and classwork. California Standards Test scores, curriculum assessments, and other formative assessments and data. Intervention meeting discussions

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create and implement an Academic Language Development/RtI block of instructional time for all students except Kinder and TWBI 1st and 2nd grades. Use ADEPT to level students. Re-assess using Academic Conference and collaboration time on an 11 week schedule. Use resources identified in Central Support Services goal #1	6/12/2016	Principal, ELD specialist, ELD para-educator, classroom teachers.	ELD Specialist		Title III	56,000
			ELD Specialist		District Funded	15,000
			ELD Para-educator		LCFF - Supplemental	32,307
			RtI Block instructional supplies		LCFF - Base	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Using CELDT and Adept data, identify Long-term English Learners and provide tier 2 and tier 3 intervention. Use resources identified in Central Support Services goal #1	6/12/2016	Principal, ELD specialist, classroom teachers, ELD Para-educator				
Provide on-going professional development through professional collaborative time as identified in Centralized Services goal #1	6/12/16	Principal, ELD specialist, classroom teachers				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
SCHOOL GOAL #3:
The percentage of students scoring proficient or above on the local mathematics assessments will increase by 10%.
Data Used to Form this Goal:
STAR data and district benchmark data were used when forming this goal.
Findings from the Analysis of this Data:
Math scores do not meet federal benchmarks. A achievement gap exists amongst our Latino and Low SES students.
How the School will Evaluate the Progress of this Goal:
All district benchmark data will be reviewed at PLC and Academic Conference meetings. Benchmark data will give formative feedback as we work toward the spring SBAC exam.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use district adopted materials and district benchmarks to track on-going progress of students throughout the year.	6/12/2016	Principal, classroom teachers, Math Specialist	Math Specialist 1.0 FTE		District Funded	70,000
Identify students for tier 2 and tier 3 intervention using district benchmarks on an 11 week academic conference/Collaboration cycle. Access resources through Centralized Services goal #1	6/12/2016	Principal, classroom teachers, math specialist.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Tier 2 and tier 3 intervention with a focus on grades 4 - 6. Provide local instructional coaching support for effective math instruction in core instruction. Support implementation of Math Talks through professional development and coaching provided by math specialist.	6/12/2016	Principal, classroom teachers, math specialist	Instructional materials for math intervention and support		Title I Part A: Allocation	435
Support all teachers in attending on-going district professional development for new math adoption materials.	6/12/2016					
Hire and train well-qualified, bilingual para-educators in mathematics support. Create a schedule for support in grades 1-6. Mathematics support will be provided at level of 1 para-educators in each classroom for 30 minutes per day 4 days per week.	6/12/2016	Principal, Math Specialist, Math paraeducator	Math Paraeducator II - Bilingual preferred		Title I Part A: Allocation	21,750
Provide Math Nights for families. Provide parent education and fun to promote Math Literacy among all grades.	6/12/2016	Principal Math Specialist, Math Paraeducator	Materials for Math Nights		LCFF - Base	1,000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Comprehensive Academic Support
LEA GOAL:
SCHOOL GOAL #4:
Differentiated instruction including extension, intervention and enrichment will support all students in meeting Language Arts, English Language Development, and Mathematics goals as described in school goals 1 - 3.
Data Used to Form this Goal:
Research shows that some of the factors that influence academic achievement included parent engagement, homework completion, enrichment experiences, and differentiated instruction. Demographic data informed this goal as well as we examined ethnic, SES status and home language data for MME.
Findings from the Analysis of this Data:
It is more difficult for the parents at MME to be involved in school and with their children's education due to language barriers and economic challenges. Many MME students face the added challenge of language acquisition along with the other academic learning that takes place in our classrooms.
How the School will Evaluate the Progress of this Goal:
PLC meetings and Academic Conferences will be used to monitor and evaluate the data on student achievement. Data regarding Bridge attendance, homework completion and academic language development will also inform this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide enrichment and differentiation in an environment rich with academic language through the themes and instruction of science. Develop a thematic calendar and anchor activities for the implementation of a strong STEM program school wide.	6/12/2016	Principal, differentiation specialists, classroom teachers.	Differentiation specialist 1.0 FTE		District Funded	70,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support afterschool extension, intervention and homework completion through the MME Bridge program. Provide credentialed teachers for grades 1-3 and UC Davis tutors for grades 4-6.	6/12/2016	Principal, Student Success Coordinator and Program Supervisor, Bridge teachers, classroom teachers	Student Success and Program Supervisor		LCFF - Supplemental	9,721
			Student Success and Program Supervisor		LCFF - Base	8,779
			Bridge teacher, .1 FTE		Title I Part A: Allocation	7,500
Provide Summer Literacy support for Bridge students reading well below grade level.	6/12/2016	Principal, El Specilaist, Reading support staff, Math support staff, Librarian	Summer Bridge program Staff		LCFF - Supplemental	5,000
			Summer Reading program lending library, books and supplies		LCFF - Supplemental	1,172

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA GOAL:
SCHOOL GOAL #5:
Eighty- five percent of parents and students will report a positive climate at MME. This includes feeling safe, comfortable and able to communicate with office staff and teachers.
Data Used to Form this Goal:
ELAC parents survey, Healthy Kids Survey and anecdotal information gathered through ELAC, PTA, and SSC.
Findings from the Analysis of this Data:
Latino parents were having difficulty communicating with office staff and teachers because of the language barrier. Division existed between families enrolled in the different programs at MME. Issues of equity left some students with different educational experiences than their more typical Davis counterparts.
How the School will Evaluate the Progress of this Goal:
Data will be reviewed at staff meetings, leadership team meetings, School Site council meetings and ELAC meetings. Next steps may be suggested by any of these groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translation of all school communications into Spanish. Monitor best practices in reaching all families including automated phone system, email, hard copy and word of mouth communications. Begin use of text messages as soon as the district system allows it.	6/16/2016	Principal, School Secretary, classroom teachers and all staff	Translation Services		LCFF - Supplemental	4,500
Parent engagement programs including parent education, partnership with the Yolo Family Resource Center, and parent leadership opportunities.	6/12/2016	Principal, Student Success coordinator, classroom teachers and specialists	Parent Engagement and Education		LCFF - Base	1,500
			Parent Engagement and Education		Title I Part A: Allocation	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counseling services to support students and families in crisis, student behavior, and overall climate of the school.	6/12/2016	Principal, Counselor, School Staff.	Counselor		Title I Part A: Allocation	10,000
Information Technology Specialist	6/12/2016	Principal, Information Technology Specialist	Information Technology Specialist		Title I Part A: Allocation	11,465
Employ Student Success and Project Specialist to lead school climate efforts, monitor campus supervision, support parent and family engagement, complete special projects as assigned	6/12/16	Principal, Project Specialist	Student Success and Project Specialist		District Funded	31,500
			Student Success and Project Specialist		Title I Part A: Allocation	11,600

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Professional Development
LEA GOAL:
SCHOOL GOAL #6:
Provide Professional Support for teachers to improve their effective instruction, to meet the needs of English Learners, Students in poverty and other under-served groups.
Data Used to Form this Goal:
STAR testing, local formative assessments and in-class formative assessments.
Findings from the Analysis of this Data:
An achievement gap exists at Montgomery. Improving instruction through collaboration, differentiation and engaging strategies will all increase the effectiveness of our work.
How the School will Evaluate the Progress of this Goal:
State assessments, local assessments and in-class formative assessments will all be evaluated during our academic conference and collaboration time. This data will allow us to track the achievement gap in individual students, the individual classes and in the school as a whole.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Conferencing: discuss assessment data, scope and sequence and RtI structures so that all students will be monitored and successful.	6/12/2016	Principal, specialists and teachers	We will meet 1 day before school begins and use 1 day of time during the school year.		District Funded	6,000
Collaboration: discuss assessment data, scope and sequence and RtI structures so that all students will be monitored and successful.	6/12/2016	Principal, specialists and teachers	Teachers will meet as grade levels 1 day per week for 2 hours.		Title I Part A: Allocation	10,000
Kagan training and other professional development	6/12/2016	Principal, specialist, and teachers	Kagan training and other professional development supplies		LCFF - Supplemental	4,500

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	17,279	0.00
LCFF - Supplemental	57,200	0.00
Title I Part A: Allocation	96,000	0.00
Title III	56,000	0.00
District Funded	220,500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	220,500.00
LCFF - Base	17,279.00
LCFF - Supplemental	57,200.00
Title I Part A: Allocation	96,000.00
Title III	56,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,250.00
Goal 2	104,307.00
Goal 3	93,185.00
Goal 4	102,172.00
Goal 5	71,565.00
Goal 6	20,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sally Plicka	X				
Chris Ryan				X	
Melanie Barbier (chair)				X	
Patricia Lara			X	X	
Joe Rivera				X	
Dave Plaut		X			
Javier Rojo		X			
Merissa Leamy				X	
Kelly Hueng		X		X	
Cheryl Dean				X	
Numbers of members of each category:	1	3	1	7	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 6/10/2016.

Attested:

Sally Plicka

Typed Name of School Principal

Signature of School Principal

Date

Melanie Barbier

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

Marguerite Montgomery Elementary School

Funding Source: District Funded

\$220,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Reading Recovery specialist at .4 FTE		\$28,000.00	English-Language Arts	Provide specialized Tier 2 and Tier 3 intervention for students reading below grade level with a focus on grades 1-3.
ELD Specialist		\$15,000.00	English Language Development	Create and implement an Academic Language Development/RtI block of instructional time for all students except Kinder and TWBI 1st and 2nd grades. Use ADEPT to level students. Re-
Math Specialist 1.0 FTE		\$70,000.00	Mathematics	Use district adopted materials and district benchmarks to track on-going progress of students throughout the year.
Differentiation specialist 1.0 FTE		\$70,000.00	Comprehensive Academic Support	Provide enrichment and differentiation in an environment rich with academic language through the themes and instruction of science. Develop a thematic calendar and anchor activities for the implementation of a strong STEM program school wide.
Student Success and Project Specialist		\$31,500.00	School Climate	Employ Student Success and Project Specialist to lead school climate efforts, monitor campus supervision, support parent and family engagement, complete special projects as assigned
We will meet 1 day before school begins and use 1 day of time during the school year.		\$6,000.00	Professional Development	Academic Conferencing: discuss assessment data, scope and sequence and RtI structures so that all students will be monitored and successful.

District Funded Total Expenditures: \$220,500.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$17,279.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

Marguerite Montgomery Elementary School

Parent Engagement and Education	\$1,500.00	School Climate	Parent engagement programs including parent education, partnership with the Yolo Family Resource Center, and parent leadership opportunities.
RtI Block instructional supplies	\$1,000.00	English Language Development	Create and implement an Academic Language Development/RtI block of instructional time for all students except Kinder and TWBI 1st and 2nd grades. Use ADEPT to level students. Re-
Materials for Math Nights	\$1,000.00	Mathematics	Provide Math Nights for families. Provide parent education and fun to promote Math Literacy among all grades.
Student Success and Program Supervisor	\$8,779.00	Comprehensive Academic Support	Support afterschool extension, intervention and homework completion through the MME Bridge program. Provide credentialed teachers for grades 1-3 and UC Davis tutors for grades 4-6.
Reading room supplies, Circulo/Reading Rodeo, classroom libraries and expository texts	\$5,000.00	English-Language Arts	Provide readily available and appropriate texts to support reading instruction and common core implementation.
<hr/>			
LCFF - Base Total Expenditures:	\$17,279.00		
LCFF - Base Allocation Balance:	\$0.00		

Funding Source: LCFF - Supplemental

\$57,200.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
ELD Para-educator		\$32,307.00	English Language Development	Create and implement an Academic Language Development/RtI block of instructional time for all students except Kinder and TWBI 1st and 2nd grades. Use ADEPT to level students. Re-
Summer Bridge program Staff		\$5,000.00	Comprehensive Academic Support	Provide Summer Literacy support for Bridge students reading well below grade level.
Summer Reading program lending library, books and supplies		\$1,172.00	Comprehensive Academic Support	Provide Summer Literacy support for Bridge students reading well below grade level.

Marguerite Montgomery Elementary School

Translation Services	\$4,500.00	School Climate	Provide translation of all school communications into Spanish. Monitor best practices in reaching all families including automated phone system, email, hard copy and word of mouth communications. Begin use of text messages as soon as the district system allows it.
Student Success and Program Supervisor	\$9,721.00	Comprehensive Academic Support	Support afterschool extension, intervention and homework completion through the MME Bridge program. Provide credentialed teachers for grades 1-3 and UC Davis tutors for grades 4-6.
Kagan training and other professional development supplies	\$4,500.00	Professional Development	Kagan training and other professional development

LCFF - Supplemental Total Expenditures: \$57,200.00

LCFF - Supplemental Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$96,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Engagement and Education		\$1,000.00	School Climate	Parent engagement programs including parent education, partnership with the Yolo Family Resource Center, and parent leadership opportunities.
Counselor		\$10,000.00	School Climate	Counseling services to support students and families in crisis, student behavior, and overall climate of the school.
Information Technology Specialist		\$11,465.00	School Climate	Information Technology Specialist
Teachers will meet as grade levels 1 day per week for 2 hours.		\$10,000.00	Professional Development	Collaboration: discuss assessment data, scope and sequence and RtI structures so that all students will be monitored and successful.
Student Success and Project Specialist		\$11,600.00	School Climate	Employ Student Success and Project Specialist to lead school climate efforts, monitor campus supervision, support parent and family engagement, complete special projects as assigned
Bridge teacher, .1 FTE		\$7,500.00	Comprehensive Academic Support	Support afterschool extension, intervention and homework completion through the MME Bridge program. Provide credentialed teachers for grades 1-3 and UC Davis tutors for grades 4-6.

Marguerite Montgomery Elementary School

Instructional materials for math intervention and support	\$435.00	Mathematics	Provide Tier 2 and tier 3 intervention with a focus on grades 4 - 6. Provide local instructional coaching support for effective math instruction in core instruction. Support implementation of Math Talks through professional development and coaching provided by math specialist.
Math Paraeducator II - Bilingual preferred	\$21,750.00	Mathematics	Hire and train well-qualified, bilingual para-educators in mathematics support. Create a schedule for support in grades 1 -6. Mathematics support will be provided at level of 1 para-
Para-educator salaries	\$21,750.00	English-Language Arts	Hire and train well-qualified, bilingual para-educators in guided reading and literacy support. Create a schedule for literacy support in grades 1-6. Literacy support will be provided at level of 1 para-educators in each classroom for 30 minutes per day 4 days per week.
Provide professional resources on teaching reading comprehension	\$500.00	English-Language Arts	Staff has identified reading comprehension as an area of focus for next year. Provide professional development and collaborative discussion time to explore best practices in teaching reading comprehension.

Title I Part A: Allocation Total Expenditures: \$96,000.00

Title I Part A: Allocation Allocation Balance: \$0.00

Funding Source: Title III

\$56,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
ELD Specialist		\$56,000.00	English Language Development	Create and implement an Academic Language Development/RtI block of instructional time for all students except Kinder and TWBI 1st and 2nd grades. Use ADEPT to level students. Re-

Title III Total Expenditures: \$56,000.00

Title III Allocation Balance: \$0.00

Marguerite Montgomery Elementary School

Marguerite Montgomery Elementary School Total Expenditures: \$446,979.00